DOCUMENT RESUME

ED 187 845 CE 016 836

TITLE Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part B. ACE Competency Based Job Descriptions: #95--Bus Driver; #98--General Loader; #99--Forklift Operator; #100--Material Handler.

INSTITUTION San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

SPONS AGENCY California State Dept. of Education, Sacramento. Bureau of Adult Education.; Office of Education (DHEW), Washington, D.C.

PUB DATE Sep 77

NOTE 87p.; Parts of this document will not reproduce well due to poor print quality. For related documents see CE 016 818-835.

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS Adult Basic Education; Adult Vocational Education; Basic Skills; Behavioral Objectives; Bus Transportation; *Communication Skills; Competency Based Education; Employment Potential; Employment Qualifications; *Equipment Utilization; Evaluation Criteria; Job Performance; Job Skills; *Laborers; *Mathematics; *Metal Industry; *Occupational Information; Reading Skills; Service Workers

IDENTIFIERS Adult Competency Education Project; *Bus Drivers; California (San Mateo County); *Fork Lift Truck Operators; Loaders

ABSTRACT

This fifteenth of fifteen sets of Adult Competency Education (ACE) Competency Based Job Descriptions in the ACE kit contains job descriptions for Bus Driver, General Loader, Forklift Operator, and Material Handler. Each begins with a fact sheet that includes this information: occupational title, D.O.T. code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements, and job description (D.O.T.). The following pages list twenty to forty competencies (specific math and communicative activities) needed to function successfully in the occupation. Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable instructional objective defining the skill (performance criterion, not job related), and (3) specific task with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC--see Note.) (YLB)

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Adult Competency Education kit

a project of the career preparation centers

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NATIONAL INSTITUTE OF EDUCATION

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PART R

ACE COMPETENCY BASED JOB DESCRIPTIONS:

95 - Bus Driver

98 - General Loader
99 - Forklift Operator
#100 - Material Handler

BASIC SKILLS IN SPEAKING, MATH, AND READING FOR EMPLOYMENT

Products and Processes
Developed by the
Adult Competency Education Project
Director, Joe Cooney

CE 016 836

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NOTE

JOB DESCRIPTION NUMBERS. ACE investigated 100 jobs and developed 68 of them into Competency Based Job Descriptions. The above 68 are numbered according to the original listing. The gaps are in the numbering only. This is a complete list of the ACE Competency Based Job Descriptions.

A.C.E. COMPETENCY BASED JOB DESCRIPTION 95

OCCUPATIONAL TITLE: BUS DRIVER

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: Bus Driver

D.O.T. CODE: 913.463 (4th Ed.: 913.463-010)

A.C.E. NUMBER: 95

CAREER LATTICE:

FIRST LEVEL: Bus Driver
Light Truck
Cab Driver

SECOND LEVEL: Heavy Truck

THIRD LEVEL: Mass Transit

D.O.T.'s General Educational Development Level: 3

SITE WHERE THE JOB CAN BE OBSERVED:

Greyhound Bus
Brewster Avenue
Redwood City, CA

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Number of Annual Jobs in San Mateo County: 44. This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security applicant record system reports on local San Mateo County Employment Development Department job opening activity.

Usual Entrance Requirements - Application form, driver's license, must have chauffeur class B #2 license (can get training), may have to join union (Associated Transit Union), Department of Transit physical, age 24 - 35 at initial employment, high school diploma or GED certificate.

JOB DESCRIPTION (D.O.T.) - Drives bus to transport passengers over specified routes to local or distant points according to time schedule: Assists passengers with baggage and collects tickets or cash fares. Regulates heating, lighting, and ventilating systems for passenger comfort. Complies with local traffic regulations. Reports delays or accidents. Records cash receipts and ticket fares. May make repairs and change tires. May inspect bus and check gas, oil, and water before departure. May load or unload baggage or express checked by passengers in baggage compartment. BUS DRIVER, SCHOOL. Transports pupils between pickup points and school. Maintains order during trip and adherence to safety rules when loading and unloading pupils. TRANSIT OPERATOR. Operates diesel or electric powered transit bus to transport passengers over established city route according to set time schedule: Gives information to customers as to routes, transfer points, and street locations. May assist driving instructor to determine acceptability of new drivers. May be designated according to type of bus operated, as MOTOR-COACH DRIVER; TROLLEY-COACH DRIVER.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF BUS DRIVER

Below are listed first in general terms and then in specific competencies the math and communication activities which a person must typically be able to carry out to function successfully as a bus driver.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisite to those competencies.

The center column* states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

* The items in the center column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W. and Smith, A. De W., Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

1A.2 Prerequisite to 1A.5 — Identify place value of digits in a given whole number with up to seven digits.

1A.3 The BUS DRIVER must be able to obey posted speed limits and mile posts.

To accomplish this task, the student must be able to read a given whole number less than 10 million and write its name in words.

To demonstrate the ability to perform this task, the student will read the following numbers and write their names in words:

25 70 110 475 1,407 2,140

1A.5 The BUS DRIVER must be able to determine if there are vacant seats on the bus.

To accomplish this task, the student must be able to count a set of up to 100 objects and state or write the number of objects counted.

To demonstrate the ability to perform this task, the student will count the number of books on a given portion of a bookcase.

1B.1 Prerequisite to 1B.5 — Perform addition of whole numbers given instructions such as:

What is the total of 5 and 8?
8 plus 5 is ____. 8 + 5 = ____.
Find the sum of 8 and 5. 8
Add 8 and 5. +5.

1B.2 Prerequisite to 1B.5 — Find the sum of a set of whole numbers of 1-5 digits including cases where carrying is required.

1B.3 Prerequisite to 1B.5 — Perform subtraction of whole numbers given instructions such as:

8 minus 5 is ____.
If you had 8 and gave away 5, you would have ____.
Subtract 5 from 8.
Find the difference of 8 and 5.
8 - 5 = ____. 8
-5.

1B.4 Prerequisite to 1B.5 Find the difference of two 1-5 digit numbers including cases where borrowing is required.

1B.5 The BUS DRIVER must be able to keep track of the number of passengers on a bus at any given time.

To accomplish this task, the student must be able to solve a routine word problem using subtraction and/or addition of whole numbers.

To demonstrate the ability to perform this task, the student will solve the following problem:

A bus contains 23 people when it leaves the depot. At the first stop, 14 people come onto the bus and 9 people leave. Two hours later, 4 women leave the bus. At the next depot, 21 people leave and 16 enter the bus. How many people are now on the bus?

KEY: 19 people

2A.1b Prerequisite to 8A.5 Read fractions orally and explain that a fraction represents a given number of parts out of a total number of equal parts.

3A.1 Prerequisite to 3B.1 Read a given 1-4 place decimal fraction and write its name in words.

3A.2 Prerequisite to 3B.1 Write a 1-4 place decimal fraction given the word name of the number.

3B.1 The BUS DRIVER must be able to total his hours at work including decimal fractions of hours.

To accomplish this task, the student must be able to calculate the sum of a set of decimal fractions.

To demonstrate the ability to perform this task, the student will perform the additions indicated below:

a. 10.5 hours + 6.75 hours

b. 8.3 hours +9.25 hours

c. 7.33 hours +6.75 hours

d. 12.167 hours + 7.375 hours

KEY: a. 17.25 hours; b. 17.55 hours; c. 14.08 hours; d. 19.542 hours.

3B.2 Prerequisite to 3E.4 — Calculate the difference of two decimal fractions.

3E.1 Prerequisite to 3E.3 — Read a given value less than $10,000,000.00 and write or state its name in words.

3E.3 The BUS DRIVER must be able to record the total fares collected in the daily log.

To accomplish this task, the student must be able to add columns of dollars and cents values including amounts from $.01 to $9,999.99.

To demonstrate the ability to perform this task, the student will correctly sum the following:

a. $75.57
23.16
14.92

b. $ .75
1.35
.66

c. $145.12
72.75
37.66
21.12

d. $228.79
9.23
14.17
71.21
51.64
82.21

KEY: a. $113.65; b. $2.76; c. $276.65; d. $457.25.

3E.4 The BUS DRIVER must be able to fill out a refund slip for people who don't have the exact fare.

To accomplish this task, the student must be able to subtract one amount of money from another with values up to $10,000.00.

To demonstrate the ability to perform this task, the student will find the answers to the problems below:

a. $1.00
- .42

b. $10.00
- .76

c. $37.50
-12.79

d. $188.69
- 77.77

KEY: a. $.58; b. $9.24; c. $24.71; d. $110.92.

3E.10 The BUS DRIVER must be able to make change for fares in areas where the exact fare is not required.

To accomplish this task, the student must be able to make change, given an amount of money and the cost of the items to be purchased.

To demonstrate the ability to perform this task, the student will explain step-by-step how the change from a ten-dollar bill should be counted back if the fare was $1.32.

KEY: $1.33, $1.34, $1.35, $1.40, $1.50, $2, $3, $4, $5, $10.

4A.2 Prerequisite to 4C.1 Identify the percent symbol (%) by writing in words a given percentage.

4B.1 Prerequisite to 4C.1 Calculate a percent of a number of the following types:

5% of 170 = ____.
5.7% of 170 = ____.
5.7% of 17.43 = ____.

4C.1 The BUS DRIVER must be able to figure how much money he will receive from a chartered bus.

To accomplish this task, the student must be able to solve a routine word problem involving the calculation of the percent of a number.

To demonstrate the ability to perform this task, the student will correctly answer the following:

A bus driver gets 12% of the payment for a chartered bus. If there are 37 people each paying $13.50, how much will the driver make?

KEY: $59.94.

5E.1 Prerequisite to 16G.9 Solve problems involving the calculation of distance, time or rate.

6G.1 The BUS DRIVER must be able to verify that s/he doesn't work over 70 hours in any 8-day period.

To accomplish this task, the student must be able to subtract 12-hour clock times including cases where borrowing is required.

To demonstrate the ability to perform this task, the student will determine the lengths of time indicated below:

a. 9:00 P.M. − 1:00 P.M.

b. 11:00 A.M. − 6:00 A.M.

c. 1:00 A.M. − 1:20 P.M.

d. 1:16 P.M. − 7:57 A.M.

KEY: a. 8 hours; b. 5 hours; c. 11 hours, 40 minutes; d. 5 hours, 59 minutes.

6G.2 The BUS DRIVER must be able to stay on schedule, adjusting his speed to make up time or slowing down so he will be on time at his stops.

To accomplish this task, the student must be able to measure the actual duration of time expended to perform routine functions, correct to within 5% of actual duration.

To demonstrate the ability to perform this task, the student will measure the amount of time it takes to write all of the numbers between 100 and 120.

8A.3 Prerequisite to 8A.5 Identify a series of consecutive whole numbers or multiples of whole numbers with or without equal subdivisions between numbers on a measuring device, as a graduated scale.

8A.4 Prerequisite to 8A.5 Write the size of the interval between:

a. numerals on a graduated scale.
b. subdivisions on a graduated scale.

8A.5 The BUS DRIVER must be able to read a variety of gauges such as the speedometer, the gas gauge, and the oil pressure gauge.

To accomplish this task, the student must be able to write the measurement indicated on a sketch of a graduated scale:

a. to the nearest whole number when the scale is marked off in consecutive whole numbers with or without subdivisions.

b. to a given precision when the scale is marked off in multiples of a whole number with or without subdivisions.

c. to a given precision when the scale is marked off in whole numbers with or without subdivisions representing fractions such as halves, quarters, eighths, sixteenths, tenths, or fifths.

d. to a given precision when the scale is marked off in whole numbers which represent multiples of a given number such as 100 or 1000.

To demonstrate the ability to perform this task, the student will correctly fill in the readings indicated on the scale below:

Substitute scale marked off in units.

10A.1 Prerequisite to 10B.1 Read specified data from a simple line, bar, or circle graph.

10B.1 The BUS DRIVER must be able to fill out his daily log.

To accomplish this task, the student must be able to construct simple line and bar graphs representing given data.

To demonstrate the ability to perform this task, the student will complete exhibit 95-A to show that the driver slept from 1:30 P.M. to 6:30 P.M., was off duty until 8:45, and then drove until midnight.

11A.1 Prerequisite to 11C.2 Identify rectangles, squares, triangles, circles, rectangular solids, cubes, pyramids, cones, cylinders, and spheres from a set of objects, pictures of objects, or names of objects.

11A.2 Prerequisite to 11C.2 Identify:

a. rectangles, squares, triangles, and circles as plane figures (two dimensional).

b. rectangular solids, cubes, pyramids, cones, cylinders, and spheres as solid figures (three-dimensional).

11A.3 Prerequisite to 11C.2 Identify rectangles, squares, triangles, circles, rectangular solids, cubes, and cylinders given their definitions or characteristics.

11B.1 Prerequisite to 11C.3 Identify 30°, 45°, 60°, and 90° angles from a set of such angles, without the aid of a protractor.

11C.1 Prerequisite to 11C.3 Draw angles correct to within 1°.

11C.2 The BUS DRIVER must be able to make accurate sketches of accident sites.

To accomplish this task, the student must be able to sketch angles correct to within 15°.

To demonstrate the ability to perform this task, the student will sketch a 45° angle, a 90° angle, and a 30° angle (to be verified by the student with a protractor).

11C.3 The BUS DRIVER must be able to depict the vehicles and property involved in an accident.

To accomplish this task, the student must be able to draw or sketch (not to scale) squares, rectangles, triangles, circles, cubes, rectangular solids, cylinders, cones, and pyramids.

To demonstrate the ability to perform this task, the student will sketch the room s/he and the instructor occupy, including the major pieces of furniture.

13A.1 Prerequisite to 15A.3 Given letters of the alphabet in manuscript form and in random order, read each letter and pronounce each letter correctly.

15A.1 Prerequisite to 15A.3 Read a list of 50 words from a series of commonly used terms (e.g., from the Dolch List).

15A.2 Prerequisite to 15A.3 Read words from the labels of frequently-used products or of products used in a given occupation.

15A.3 The BUS DRIVER must be able to converse with co-workers, supervisors, and passengers.

To accomplish this task, the student must be able to read and use in an oral sentence words from a list of words common to the vocabulary of the occupation of bus driving.

To demonstrate the ability to perform this task, the student will read aloud the following words and correctly match each of these words with its proper definition below:

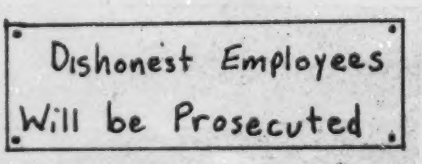
A.	run	1.	bus line company
B.	charter	2.	complete day's work
C.	lay-over	3.	place where one waits for a connection
D.	license	4.	by way of
E.	via	5.	displace another driver (with less seniority) from his position
F.	bump	6.	to change from one bus to another
G.	log	7.	a full record of everything occurring while a driver is on duty
H.	luggage	8.	traveler in a public or private conveyance
I.	cash fares	9.	legal permit to drive a motor vehicle
J.	passenger	10.	money collected by driver from passengers when they do not have tickets or board bus at roadside stop
K.	chauffeur	11.	suitcases, traveling bags, or personal property of a passenger
L.	transfer	12.	hire, rent, or lease for temporary use
M.	carrier	13.	person employed to drive a motor vehicle

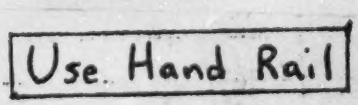
KEY: A-1, B-12, C-3, D-9, E-4, F-5, G-7, H-11, I-10, J-8, K-13, L-6, M-1.

15B.1 The BUS DRIVER must be able to obey traffic and safety laws.

To accomplish this task, the student must be able to read aloud and explain a series of common functional signs (e.g., safety signs, road signs, etc.)

To demonstrate the ability to perform this task, the student will read the signs below and briefly explain their meanings to the instructor.





16A.1 Prerequisite to 22B.2 — Identify a form as a standardized printed document with blank spaces for recording certain needed information.

16A.2 Prerequisite to 22B.2 — Interpret terminology and abbreviations frequently found in forms.

16B.1 Prerequisite to 16B.3 — Describe the uses of charts and tables and define them as a visual way to give information in a compact and organized form.

16B.2 Prerequisite to 16B.3 — State the type of information recorded on given charts or tables.

16B.3 The BUS DRIVER must be able to determine tariffs and the time connecting buses and other transportation will arrive at various stops.

To accomplish this task, the student must be able to answer factual questions based on the data contained in common reference tables and charts.

To demonstrate the ability to perform this task, the student will examine exhibit 95-B and determine the following information:

a. What is the fare from zone 2 to zone 5?
b. The cost to go from San Francisco to San Jose.
c. How much does it cost to go from Brisbane to San Bruno?
d. The fare from Buri Buri to Wolfe Rd.

KEY: a.$1.10; b.$2.95; c.$.90; d.$1.90

16C.1 The BUS DRIVER must be able to determine when his vacation is available as well as keep up to date with company policy changes.

To accomplish this task, the student must be able to, given notes, letters or memos, identify:

a. the author;
b. the recipient;
c. the activities required of the recipient;

and answer factual and interpretative questions from the contents.

To demonstrate the ability to perform this task, the student will read the memo below and answer the following questions:

a. Who sent this memo?
b. What is the purpose of the memo?
c. Should you call the police?
d. If one of the parties involved in the accident asks you to tell the police that it wasn't his fault, what should you do?

TO All employees **DATE** August 24, 1979

FROM NICK AND NORA CHARLES, co-owners, ASTA BUS LINES

SUBJECT Do's and Don't's at the scene of an accident.

1. Put out emergency warning devices immediately to prevent further accidents.
2. Keep passengers off highway.
3. Assist injured and call for police and ambulance, if needed.
4. Report accident to nearest company dispatcher immediately.
5. Obtain license numbers, names and addresses of occupants of other vehicles involved.
6. Obtain names and addresses of bus passengers.
7. Obtain names and addresses of independent witnesses, bystanders, and license numbers of nearby cars.
8. Note exact time and place of accident, note vehicle positions and marks on highway.
9. Cooperate with police, but do not make or sign statements for anyone as to facts or blame except to company personnel.

16D.1 Prerequisite to 16D.6 — Identify a manual as a handbook of instructions and/or information related to one topic, and give an example of a manual.

16D.2 Prerequisite to 16D.6 — Identify the particular kind of information or directions included in a given manual, using the title, table of contents, and/or index as guide.

16D.3 Prerequisite to 16D.6 — Identify the parts of a given manual which apply to a given situation using the table of contents and/or index as guide.

16D.6 The BUS DRIVER must be able to keep up on company policies, union rules, safety regulations and other pertinent information.

To accomplish this task, the student must be able to, given a typical company manual or union agreement containing administrative, policy, personnel and financial rules and regulations, answer factual questions based on the manual for items such as hours of work, rates of pay, vacation or other leave, grievances, promotion and discipline.

To demonstrate the ability to perform this task, the student will answer the following questions based on the excerpts below:

a. May a driver gamble on company property?
b. What types of animals are permitted on buses?
c. Name 2 duties of a driver in loading passengers onto a bus.

Substitute a page or pages from bus driver's manual.

16G.3 Prerequisite to 16G.8 Given a location on a map, use the grid system to read out the map section identifying it.(e.g., A-7).

16G.6 Prerequisite to 16G.9 Find the mileage between two points on the map using mileage charts.

16G.7 Prerequisite to 16G.9 Find the mileage between two points using the numbers printed above the roads on the map.

16G.8 The BUS DRIVER must be able to use alternate routes if weather or accidents prevent using the normal routes.

To accomplish this task, the student must be able to find at least 2 routes to travel to a given destination from a starting point.

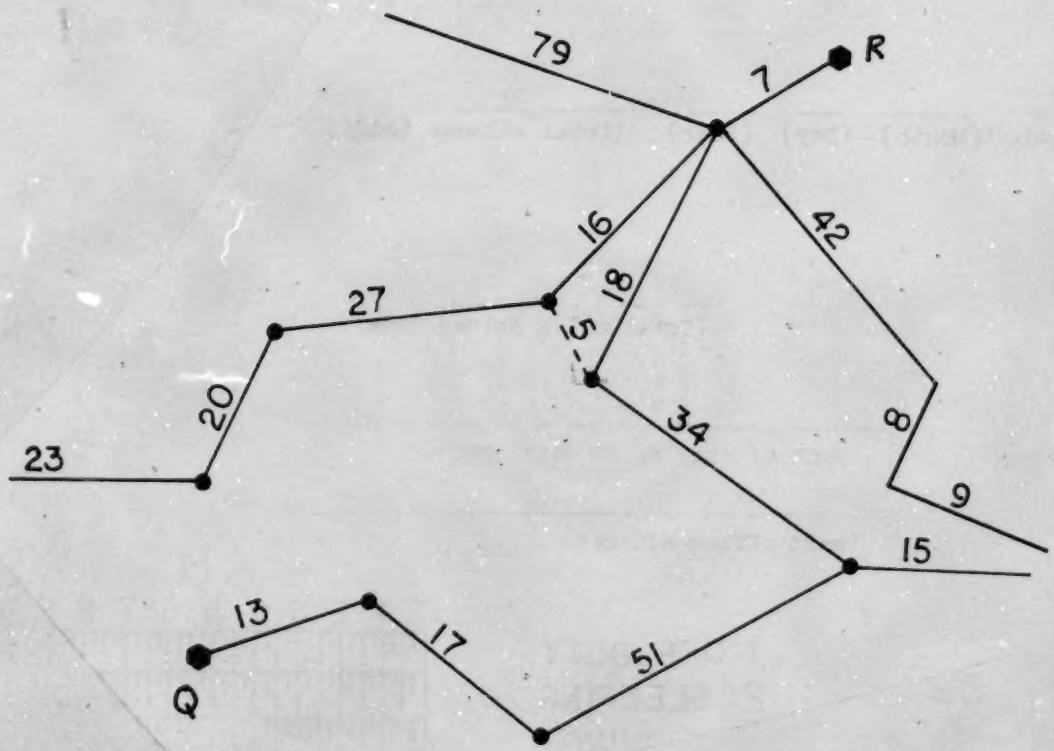
To demonstrate the ability to perform this task, the student will trace at least 2 different routes from point A to the street labeled B on the map below:

Substitute simple map.

16G.9 The BUS DRIVER must be able to plan his driving so that he arrives at destinations on time.

To accomplish this task, the student must be able to, given the speed limits of a region, estimate to within 25% the time required to travel from one given point to another.

To demonstrate the ability to perform this task, the student will estimate the time needed to get from point Q to point R given that the speed limit is 40 mph. (The student will then check his estimate by actually dividing the total distance by 40 mph.)



17A.7 Prerequisite to 19B.9 — Do an exercise that requires recall of given instructions or information.

17A.13 Prerequisite to 19B.9 — Given a set of written instructions involving activities to be performed by a number of people, and the particular roles, prepare a list and sequence of activities to be performed.

19A.15 Prerequisite to 19B.9 — Perform a series of two or three activities which require recall of oral instructions. (The activities to be within the abilities of the student - recall is the item to be demonstrated.)

19B.9 The BUS DRIVER must be able to handle problems occurring on a bus.

To accomplish this task, the student must be able to perform a series of two or three activities which require recall of oral instructions and an interpretation of how the instructions were to be fulfilled. (The activities to be within the abilities of the student - recall and interpretation are the items to be demonstrated.)

To demonstrate the ability to perform this task, the student will carry out the following instructions (to be read orally by the instructor):

a. Sharpen two #2 pencils;
b. Find a green pen;
c. Hand the longest of these to the instructor.

19C.3 The BUS DRIVER must be able to deal with problems arising on the bus such as passengers complaining of the cold or the heat, someone feeling ill, or an emergency situation.

To accomplish this task, the student must be able to state what action one should take on the basis of a speaker's message and the accompanying tone of voice and manner.

To demonstrate the ability to perform this task, the student will listen to the following (read aloud by the instructor) and then explain what one would do in response to this situation:

Help me . . . I think I'm having a heart attack.

KEY: Salient points should include making person comfortable, call doctor or ambulance, keep crowds away, etc.

21A.3 Prerequisite to 22A.1 Given a date (day, month, date, year) write the date using correct punctuation and capitalization.

21A.5 Prerequisite to 22A.1 Given times of the day, be able to write time:

a. 8:00
b. eight o'clock
c. 8 o'clock

22A.1 The BUS DRIVER must be able to fill out daily logs and charter order forms.

To accomplish this task, the student must be able to write phrases on forms which are legible and which convey the necessary information.

To demonstrate the ability to perform this task, the student will complete exhibit 95-A with the following information:

employee #107672 run #107
vehicle #694182 Mileage today = 408 miles from Amarillo, Texas to Austin, Texas.
Use your name as the driver's name and use today's date.
Main Office = Nick & Nora's Bus Line, 17 W. Asta Lane, Marlowe, Calif.
Home Terminal address = 221B Baker Street, Watsonville, Calif.

22B.1 The BUS DRIVER must be able to fill out accident and incident/unusual occurrence reports.

To accomplish this task, the student must be able to, given simple data in the form of words and figures, write complete sentences on forms which are legible and which convey the required information.

To demonstrate the ability to perform this task, the student will fill out the portion of a form below by relating the details of an accident he has been involved in or which he knows about.

DESCRIBE ACCIDENT FULLY (CONTINUE ON ADDITIONAL SHEET IF REQUIRED.)

SUPERVISORY OFFICER | DATE OF REPORT

PAGE 2

25A.1 Prerequisite to 25A.2 Repeat information which has been heard.

25A.2 The BUS DRIVER must be able to make announcements to his passengers and to give information to individual passengers about points of interest, bus-driving, and safety regulations.

To accomplish this task, the student must be able to describe orally, in a few short sentences, information about a given person, place, thing, or job performed.

To demonstrate the ability to perform this task, the student will describe an object (chosen by the instructor) to the instructor's satisfaction.

25A.5 Prerequisite to 25D.2 Organize and express directions in a logical sequence.

25C.6 The BUS DRIVER must be able to contact supervisors or to call in to work when he is unable to come in for reasons of health, weather, etc.

To accomplish this task, the student must be able to practice, using interoffice or simulated phones, making and receiving a variety of local and long-distance telephone calls.

To demonstrate the ability to perform this task, the student will use intercom phones to call the instructor to let him know s/he is sick and won't be coming to work today, demonstrating proper telephone etiquette.

25D.2 The BUS DRIVER must be able to provide directions to people who are lost or who need certain personal services.

To accomplish this task, the student must be able to present directions in a sequenced, organized, and concise manner orally to another.

To demonstrate the ability to perform this task, the student will give directions to the instructor as to how to find the nearest rest room. The instructor will write down the directions, and both the student and the instructor will verify the directions by literally following the instructor's list.

95-A

FORM #1 **Driver's Payroll Report**
GREYHOUND LINES INC.
Western Division

EMPLOYEE NO.	RUN NO.	☐ REGULAR ☐ HOLD-DOWN ☐ EXTRA ☐ OFF/DROPPED	NAME (FIRST MIDDLE LAST)	MO.	DAY	YR.	DIV. NO.

FORM — MCS 59 — Prescribed by the U. S. Department of Transportation Federal Highway Administration Washington, D. C. Rev. '67

DRIVER'S DAILY LOG

(One calendar day — 24 hours)

Form approved, Budget Bureau No. 04-R2399
ORIGINAL - File each day at home terminal
DUPLICATE - Driver retains in his possession for one month

(Month) (Day) (Year) (Total mileage today) (Vehicle numbers - (Show each unit)

(Total driving miles today)

I certify these entries are true and correct:

(Main Office Address) (Driver's signature in full)

(Home Terminal Address)

	MID-NIGHT	1	2	3	4	5	6	7	8	9	10	11	NOON	1	2	3	4	5	6	7	8	9	10	11	TOTAL HOURS
1: OFF DUTY																									
2: SLEEPER BERTH																									
3: DRIVING																									
4: ON DUTY (Not Driving)																									
	MID-NIGHT	1	2	3	4	5	6	7	8	9	10	11	NOON	1	2	3	4	5	6	7	8	9	10	11	
REMARKS																									

SHIPPING DOCUMENT, MANIFEST NUMBER, OR NAME OF A SHIPPER AND COMMODITY. INFORMATION REQUIRED BY SECTION 395.8(a)
Check the time and enter name of place you reported and were released from work and when and where each change of duty occurred. Explain excess hours - Section 395.8(a).

FROM: (Starting point or place) TO: (Destination or turn around point or place)

USE TIME STANDARD AT HOME TERMINAL

1393

95-A

1394

SAN FRANCISCO—SAN MATEO—SAN JOSE

DRIVER 13, 1975

95-B

Substitute driver's fare sheet.

Zone Bk													
1													13
2	60	60											
3													
4													
5													
6													
7	1.65	1.50	1.35	1.10	.90	.60	.60						
8	1.75	1.65	1.50	1.35	1.10	.90	.60	.60					
9	2.10	1.75	1.60	1.50	1.35	1.10	.90	.60	.60				
10	2.35	2.10	1.70	1.65	1.55	1.35	1.10	.90	.60	.60			
11													
12													
13													.60

ZONE NUMBER AND STATIONS WITHIN ZONE

ZONE 1
San Francisco

ZONE 8
Atherton Menlo Park

ZONE 9

Daly
Colma ive.

Cemet...
Buri Buri

ZONE 10
Palo Alto San Antonio Rd.
Castro St.
Mountain View Naval Air Station

ZONE 4
Tanforan S. F. Airport
San Br
Lomita

ZONE 11
Sunnyvale

Burlingan
Burlingame

ZONE 6
San Mateo Hillsdale (Bay Meadows)

ZONE 13
San Jose

ZONE 7
Belmont Redwood City
San (

See ma

95-B

Passengers ... in Zone "5" on El Camino North of Burlingame destined to a point in Zone "4" on the Bayshore or the reverse route, will be charged the applicable minimum Zone "4" fare. Passengers will be issued a transfer for use at So. San Francisco or in Burlingame.

Passengers boarding in Zone "5" on El Camino North of Burlingame destined to a destination in Zone "4" on the Bayshore, will be charged a Zone 5 to 4 fare and issued a transfer in Burlingame. This will apply in the reverse direction. Passengers will not be required to purchase two tickets.

95-C

EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code) 3. TELEPHONES Home _____ Business _____

Length of Time at Current Address | Time at Previous Address

QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
4. Do you have a valid California Drivers License?		
5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From _____ To _____ NOTE: To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.		
6. May we contact your present employer as to your qualifications, character and ability?		
7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11)		
8. Have you ever received Workmen's Compensation? (If *Yes*, describe in Question 11)		
9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11)		
10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11)		

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

12 EDUCATIONAL RECORD

Circle Highest Grade Completed 6 7 8 9 10 11 12 | Name and Location of Last Elementary or High School | Graduated? Yes ☐ No ☐

Name and Location of College or University | Major | Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

13. EMPLOYMENT INFORMATION

(Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer _____
Address _____
Supervisor's Name & Title _____ Phone _____
Your Title _____
Duties _____

From _____ mo. year
To _____ mo. year
Total _____ years months
Full Time ☐ Part Time ☐
Last Salary _____
Reason for leaving _____

Employer _____
Address _____
Supervisor's Name & Title _____ Phone _____
Your Title _____
Duties _____

From _____ mo. year
To _____ mo. year
Total _____ years months
Full Time ☐ Part Time ☐
Last Salary _____

14. PERSONAL REFERENCES - GIVE THREE (Do not include previous employers or relatives.)

NAME	ADDRESS	PHONE NUMBER

A.C.E. COMPETENCY BASED JOB DESCRIPTION 98

OCCUPATIONAL TITLE: GENERAL LOADER

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: General Loader

D.O.T. CODE: 909.887 (4th Ed.: 905.687-014)

A.C.E. NUMBER: 98

CAREER LATTICE:

FIRST LEVEL: General Loader

SECOND LEVEL: Materials Handling Foreman

THIRD LEVEL: Manager

D.O.T.'s General Educational Development Level: 2

SITE WHERE THE JOB CAN BE OBSERVED:

Mead Packaging
Div. of the Mead Corporation
307 South B
San Mateo, CA

The Adult Competency Education Project
SAN MATEO COUNTY OFFICE OF EDUCATION
609 Price Ave., Redwood City, CA 94063
364-5600 Ext.

Number of Annual Jobs in San Mateo County: 180. This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security applicant record system reports on local San Mateo County Employment Development Department job opening activity.

Usual Entrance Requirements - Job application, interview handled through a union hall.

JOB DESCRIPTION (D.O.T.) - Moves furniture, pianos, and other household goods from homes and apartments: Carries articles to truck or loads them on dollies. Arranges articles in truck to form compact load, using ropes and padding to secure goods and prevent breakage. Unloads truck at destination and carries articles into homes.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF GENERAL LOADER

Below are listed first in general terms and then in specific competencies the math and communication activities which a person must typically be able to carry out to function successfully as a general loader.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisite to those competencies.

The center column* states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

* The items in the center column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W. and Smith, A. De W., Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

1A.1 The GENERAL LOADER must be able to copy down addresses and serial numbers on equipment or invoices.

To accomplish this task, the student must be able to, given a series of numbers in numeral form (e.g., 10, 20, 30), copy series in hand-written form with 100% accuracy.

To demonstrate the ability to perform this task, the student will copy the following numbers exactly:

1075 164620 10341
5656556 102314

1A.3 Prerequisite to 3E.1 Read a given whole number less than ten million and write its name in words.

1A.4 Prerequisite to 3E.2 Write a whole number less than ten million given the word name of the number.

1A.5 The GENERAL LOADER must be able to count the number of packing crates to verify that they have all been moved.

To accomplish this task, the student must be able to count a set of up to 100 objects and state or write the number of objects counted.

To demonstrate the ability to perform this task, the student will count the number of books on a given bookcase with 100% accuracy.

1B.1 Prerequisite to 3E.3 Perform addition of whole numbers given instructions such as:

What is the total of 8 and 5? 8
8 plus 5 is ____; +5;
Find the sum of 8 and 5;
Add 8 and 5; 8 + 5 = ____.

1B.2 Prerequisite to 3E.3 Find the sum of a set of whole numbers of 1-5 digits including cases where carrying is required.

1B.3	Prerequisite to 3E.4	Perform subtraction of whole numbers given instructions such as: 8 minus 5 is ____; $\underline{-5}$; Subtract 5 from 8; Find the difference of 8 and 5; 8 - 5 = ____; If you had 8 and gave away 5, you would have ____.
1B.4	Prerequisite to 3E.4	Find the difference of two 1-5 digit numbers including cases where borrowing is required.
1C.1	Prerequisite to 3E.5	Perform multiplication of whole numbers given instructions such as: 6 times 2 is ____; $\underline{\times 2}$; Six two's are ____; The product of 6 and 2 is ____; 6 x 2 = ____.
1C.2	Prerequisite to 3E.5	Find the product of a given pair of whole numbers of which one number is up to five digits and the other number up to three digits.
1D.1	Prerequisite to 3F.2	Use addition, subtraction, multiplication or division, as appropriate, in the solution of problems involving a combination of two or more functions with whole numbers.
1E.1	Prerequisite to 3E.7	Round off a number to the nearest ten, hundred, thousand, ten thousand or hundred thousand.
2A.1b	Prerequisite to 2A.8	Read fractions orally and explain that a fraction represents a given number of parts out of a total number of equal parts.
2A.2	Prerequisite to 2A.8	Reduce a fraction to its simplest form (lowest terms).
2A.3	Prerequisite to 2A.8	Change improper fractions to mixed numbers and mixed numbers to improper fractions.
2A.7	Prerequisite to 2A.8	Find the common denominator of two or more fractions.

2A.8 The GENERAL LOADER must be able to construct wooden crates for special items to be shipped.

To accomplish this task, the student must be able to, given two fractions, write equivalent fractions for each using the common denominator.

To demonstrate the ability to perform this task, the student will rewrite the following pairs of fractions using the least common denominator:

a. 1/2, 1/4 b. 2/3, 3/4
c. 3/16, 7/32 d. 1/6, 3/4

KEY: a. 2/4, 1/4; b. 8/12, 9/12;
c. 6/32, 7/32; d. 2/12, 9/12.

2B.1	Prerequisite to 2B.9	Calculate the sum in simplest form of two or three common fractions with like denominators.
2B.2	Prerequisite to 2B.9	Calculate the sum in simplest form of two or three common fractions with unlike denominators.
2B.3	Prerequisite to 2B.9	Calculate the sum in simplest form of two or three mixed numbers with like and unlike denominators.
2B.4	Prerequisite to 2B.9	Calculate the sum in simplest form of two or three numbers which include at least one proper fraction and one mixed number.

2B.9 The GENERAL LOADER must be able to figure out the size of lumber needed to construct custom crates.

To accomplish this task, the student must be able to solve a routine word problem using addition of fractional numbers.

To demonstrate the ability to perform this task, the student will solve the following problem:

Les needs to make a crate for a picture whose dimensions are 49 1/2 inches x 26 1/4 inches by 4 1/8 inches. If he must allow 1/2" all around the picture for packing and if the wood must be 3/4 of an inch longer than that to nail the crate together, how long would the lumber need to be for each dimension?

KEY: 51 1/4" x 28" x 5 7/8".

2C.1 Prerequisite to 2C.3 Calculate the product in simplest form of:

a. a common fraction and a whole number;
b. two common fractions.

2C.2 Prerequisite to 2C.3 Calculate the product in simplest form of:

a. a mixed number and a whole number;
b. two mixed numbers.

2C.3 The GENERAL LOADER must be able to figure out the cubic area of crates.

To accomplish this task, the student must be able to calculate the product in simplest form of two or three numbers which include at least one common fraction and one mixed number and/or one whole number.

To demonstrate the ability to perform this task, the student will perform the problems below:

a. 3/4 x 5 1/3 x 22 1/4
b. 26 1/2 x 2 1/36 x 48

KEY: a. 89; b. 8268.

3A.1	Prerequisite to 3E.1	Read a given 1-4 place decimal fraction and write its name in words.
3A.2	Prerequisite to 3E.2	Write a 1-4 place decimal fraction given the word name of the number.
3B.1	Prerequisite to 3E.3	Calculate the sum of a set of decimal fractions.
3B.2	Prerequisite to 3E.4	Calculate the difference of two decimal fractions.
3C.1	Prerequisite to 3E.5	Calculate the product of two decimal fractions when rounding off is (a) required, and (b) not required.
3C.2	Prerequisite to 3E.5	State or write the product of a number and a power of ten between .001 and 1,000 without written calculation.
3D.1	Prerequisite to 3E.7	Round off a decimal fraction to the nearest tenth, hundredth, thousandth, or ten-thousandth.
3E.1	The GENERAL LOADER must be able to receive cash payments.	

To accomplish this task, the student must be able to read a given value less than $10,000,000.00 and write its name in words.

To demonstrate the ability to perform this task, the student will read aloud the following amounts of money and write their names with words:

a. $1.01
b. $675.97
c. $1,000.72

KEY: a. One dollar and one cent; b. Six hundred and seventy-five dollars and ninety-seven cents; c. One thousand dollars and seventy-two cents.

3E.2 The GENERAL LOADER must be able to provide estimates or verify prices over the telephone.

To accomplish this task, the student must be able to write a value less than $10,000,000.00 given the word name of the amount.

To demonstrate the ability to perform this task, the student will write the following amounts of dollars and cents to be read aloud by the instructor:

a. One thousand, four hundred and seventy-five dollars and sixteen cents;
b. Forty-seven dollars and two cents;
c. Seventeen hundred dollars.

KEY: a. $1,475.16; b. $47.02; c. $1700.00.

3E.3 The GENERAL LOADER must be able to fill out bills for services rendered.

To accomplish this task, the student must be able to add columns of dollars and cents values including amounts from $.01 to $9,999.99.

To demonstrate the ability to perform this task, the student will find the sums of the problems below:

a. $1.07
.47

b. $77.14
+62.15

c. $101.01
24.99
16.45

D. $1,467.23
106.97
47.28
90.00
87.67

KEY: a. $1.54; b. $139.29; c. $142.45; d. $1,799.15.

3E.4 The GENERAL LOADER must be able to revise estimates and provide discounts to selected customers.

To accomplish this task, the student must be able to subtract one amount of money from another with values up to $10,000.00.

To demonstrate the ability to perform this task, the student will correctly solve the subtraction problems below:

a. $5 - $1.89

b. $67.87
- 17.75

c. $1,479.86
- 147.99

d. $9,000
487.63

KEY: a. $3.11; b. $50.12; c. $1,331.87, d. $8,512.37

3E.5 The GENERAL LOADER must be able to calculate how much labor to charge for a job.

To accomplish this task, the student must be able to calculate the total cost of up to 200 items of equal value.

To demonstrate the ability to perform this task, the student will find the answers to the following problems:

a. 165 hours at $17.75/hour
b. 37 hours x $35.50 an hour
c. 127 hours x$19 per hour
d. 198 hours x$8.97/hour

KEY: a. $2,928.75; b. $1,313.50; c. $2,413.00; d. $1,776.06.

3E.7 The GENERAL LOADER must be able to round off sales tax to the nearest penny.

To accomplish this task, the student must be able to round off decimals to the nearest cent.

To demonstrate the ability to perform this task, the student will correctly round the following amounts of money to the nearest cent:

a. $1.0167
b. $248.9505
c. $1,374.6249
d. $18,694.5651

KEY: a. $1.02; b. $248.95; c. $1,374.62
d. $18,694.57

3E.10 The GENERAL LOADER must be able to receive cash payments and give the customer change.

To accomplish this task, the student must be able to, given an amount of money and the cost of items purchased, make change.

To demonstrate the ability to perform this task, the student will state how the change should be counted back, given a bill of $387.38, and cash of $400.

KEY: $387.38, .39, .40, .50, $388, 389, 390, $400.

3F.1 Prerequisite to 3F.2 Use addition, subtraction, multiplication or division, as appropriate, in the solution of problems involving a combination of two or more functions with decimal fractions.

3F.2 The GENERAL LOADER must be able to figure out the total bill including labor, insurance, tax, etc.

To accomplish this task, the student must be able to use addition, subtraction, multiplication or division, as appropriate, in the solution of problems involving a combination of two or more functions with dollars and cents amounts.

To demonstrate the ability to perform this task, the student will solve the following problem:

Frank and Rico each get $17.75 an hour. They work for 5 hours loading crates. They have Tom help them unload. Tom gets $15/hour. The unloading takes 2 hours. The merchandise is worth $18,000 and the insurance rate is 50¢ per $100.

(a.) Find the transit insurance price.
(b.) If there is a 6% sales tax, find the total price of their work.

KEY: (a.) $90; (b.) $390.61.

4A.2 Prerequisite to 4C.1 Identify the percent symbol (%) by writing in words a given percentage.

4B.1 Prerequisite to 4C.1 Calculate a percent of a number of the following types:
5% of 170 = ____;
5.7% of 170 = ____;
5.7% of 17.43 = ____.

4C.1 The GENERAL LOADER must be able to figure tax on the bill.

To accomplish this task, the student must be able to solve a routine word problem involving the calculation of the percent of a number.

To demonstrate the ability to perform this task, the student will solve the problem below:

A moving bill amounted to $1,687.46. Since Sean didn't have a tax chart, he had to calculate the sales tax. If the tax rate is 5½%, what is the total bill?

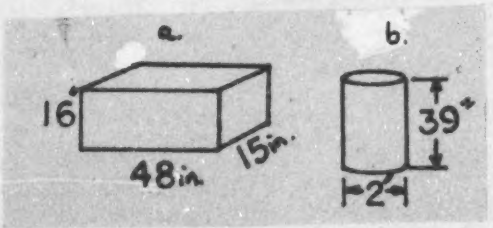
KEY: $1,780.27

6C.1 Prerequisite to 6C.5 Calculate the volume of a given rectangular solid (including cubes).

6C.2 Prerequisite to 6C.5 Calculate the volume of a given cylinder.

6C.5 The GENERAL LOADER must be able to determine how much a container will hold and also, how many containers will fit in a given truck.

To accomplish this task, the student must be able to solve practical problems involving volume calculations of rectangular solids and cylinders.



To demonstrate the ability to perform this task, the student will determine the volumes of the figures to the left:

KEY: a. 11,520 cu. in.; 17,650 2/7 cu. in.

6E.3 The GENERAL LOADER must be able to work safely and avoid trying to lift boxes or objects which are too heavy.

To accomplish this task, the student must be able to, from visual, kinesthetic and tactual perception, estimate the weight of various items of different shape, size and composition, (e.g., chair, table, book), within 20% of actual weight.

To demonstrate the ability to perform this task, the student will estimate the weight of at least three objects (to include a table and an item of office machinery) to the extent of whether the student would need aid to carry the item or if he could carry it by himself.

6F.3 The GENERAL LOADER must be able to find boxes large enough for objects. In addition, he must figure out if items can fit through a doorway, or if the door must be taken off the hinges to move the object.

To accomplish this task, the student must be able to estimate the length, width, height, or distance between objects, to within 20% of actual measurement, in cases such as the following:

a. dimensions of a book, box, desk, room or building.
b. distances up to 200 yards.

To demonstrate the ability to perform this task, the student will estimate the width of one doorway within the office and one doorway leading outside. Also, the student should be able to estimate the length and width of a table or desk.

N.B. - All of these estimates should be verified by the student actually measuring these distances.

6G.1 The GENERAL LOADER must be able to fill out time sheets for calculating bills and for his paycheck.

To accomplish this task, the student must be able to subtract 12-hour clock times including cases where borrowing is required.

To demonstrate the ability to perform this task, the student will correctly determine the number of hours worked in each situation below:

a. Working from 9:00 A.M. to 5:00 P.M. with a one hour lunch.

b. 12:00 A.M. - 4:00 P.M.

c. 11:30 A.M. - 3:45 A.M.

KEY: a. 7 hours; b. 8 hours; c. 7 hours and 45 minutes.

6G.2 The GENERAL LOADER must be able to account for his time at each job.

To accomplish this task, the student must be able to measure the actual duration of time expended to perform routine functions, correct to within 5% of actual duration.

To demonstrate the ability to perform this task, the student will measure the amount of time it takes to finish going through this job description.

6G.5	Prerequisite to 3F.2	Multiply given units by time intervals (e.g., 3 people times 4 hours and 35 minutes).
8A.3	Prerequisite to 8A.5	Identify a series of consecutive whole numbers or multiples of whole numbers with or without equal subdivisions between numbers on a measuring device, as a graduated scale.
8A.4	Prerequisite to 8A.5	Write the size of the interval between: a. numerals on a graduated scale. b. subdivisions on a graduated scale.

8A.5 The GENERAL LOADER must be able to read various gauges on the truck such as gas, oil and ammeter gauges.

To accomplish this task, the student must be able to write the measurement indicated on a sketch of a graduated scale:

a. to the nearest whole number when the scale is marked off in consecutive whole numbers with or without subdivisions.
b. to a given precision when the scale is marked off in multiples of a whole number with or without subdivisions.
c. to a given precision when the scale is marked off in whole numbers with or without subdivisions representing fractions such as halves, quarters, eighths, sixteenths, tenths, or fifths.
d. to a given precision when the scale is marked off in whole numbers which represent multiples of a given number such as 100 or 1000.

To demonstrate the ability to perform this task, the student will examine the scales below and fill in the readings as indicated:

Substitute a scale marked off in whole numbers.

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

11A.1	Prerequisite to 11C.3	Identify rectangles, squares, triangles, circles, rectangular solids, cubes, pyramids, cones, cylinders, and spheres from a set of objects, pictures of objects, or names of objects.
11A.2	Prerequisite to 11C3	Identify: a. rectangles, squares, triangles, and circles as plane figures (two-dimensional). b. rectangular solids, cubes, pyramids, cones, cylinders, and spheres as solid figures (three-dimensional).
11A.3	Prerequisite to 11C.3	Identify rectangles, squares, triangles, circles, rectangular solids, cubes, and cylinders given their definitions or characteristics.
11B.1	Prerequisite to 11C.3	Identify 30°, 45°, 60°, and 90° angles from a set of such angles, without the aid of a protractor.
11C.2	Prerequisite to 11C.3	Sketch angles correct to within 15°.
11C.3	The GENERAL LOADER must be able to sketch rough plans in order to design crates for special objects.	To accomplish this task, the student must be able to draw or sketch (not to scale) squares, rectangles, triangles, circles, cubes, rectangular solids, cylinders, cones, and pyramids. To demonstrate the ability to perform this task, the student will make sketches of: (a.) a wastebasket; (b.) a chair; (c.) a filing cabinet; (d.) a typewriter or adding machine.
13A.1	Prerequisite to 15A.3	Given letters of the alphabet in manuscript form and in random order, read each letter and pronounce each letter correctly.
15A.1	Prerequisite to 15A.3	Read a list of 50 words from a series of commonly used terms (e.g., from the Dolch List).

15A.2 Prerequisite to 15A.3 Read words from the labels of frequently-used products or of products used in a given occupation.

15A.3 The GENERAL LOADER must be able to converse with co-workers, dispatchers, and customers.

To accomplish this task, the student must be able to read and use in an oral sentence words from a list of words common to the vocabulary of a given occupation.

To demonstrate the ability to perform this task, the student will pronounce each word on the left and correctly match it with the definition on the right:

A. work order	1. company in the transportation business
B. inventory	2. moveable articles used in making a room ready for occupancy
C. pallet	3. platform on a roller or on wheels or casters for transporting heavy objects
D. crate	4. wheeled lever used to move boxes or furniture
E. handtruck	5. material which is used to protect fragile items
F. dolly	6. an allowance for things broken
G. furniture	7. place where items are to be transported to; the end point of a journey
H. van	8. written order indicating what needs to be done on a job
I. warehouse	9. structure or room for the storage of merchandise or commodities
J. destination	10. enclosed truck used for the transportation of goods or animals
K. breakage	11. open box of wooden slats or a wooden protective framework or case for shipping items
L. padding	12. portable platform of wood or other materials for handling, storage, or movement of materials in warehouses, factories, or vehicles
M. carrier	13. itemized list of items stored

KEY: A-8, B-13, C-12, D-11, E-4, F-3, G-2, H-10, I-9, J-7, K-6, L-5, M-1.

15B.1 The GENERAL LOADER must be able to drive carefully.

To accomplish this task, the student must be able to read aloud and explain a series of common functional signs (e.g., safety signs, road signs etc.).

To demonstrate the ability to perform this task, the student will read aloud and briefly explain each of the signs below to the instructor:

16A.1 Prerequisite to 16A.4 Identify a form as a standardized printed document with blank spaces for recording certain needed information.

16A.2 Prerequisite to 16A.4 Interpret terminology and abbreviations frequently found in forms.

16A.3 Prerequisite to 16A.4 Identify various kinds of forms by stating the kind of information to be recorded.

16A.4 The GENERAL LOADER must be able to read packing and shipping tickets, inventory lists, job orders, etc.

To accomplish this task, the student must be able to, given a variety of common business forms such as work orders, job orders, issue and receipt vouchers, claims and purchase orders, answer factual questions based on the data on the forms.

To demonstrate the ability to perform this task, the student will examine exhibit 98-A and answer the following questions:

a. where is the job?
b. what needs to be done?
c. what size mattresses are being packed?
d. are there any appliances to be moved (if any, list them)?
e. how is the bill to be paid?

16B.1 Prerequisite to 16B.3 Describe the uses of charts and tables and define them as a visual way to give information in a compact and organized form.

16B.2 Prerequisite to 16B.3 State the type of information recorded on given charts or tables.

16B.3 The GENERAL LOADER must be able to read tax charts in filling out bills.

To accomplish this task, the student must be able to, given common reference tables and charts such as organization charts, parts charts, reference tables, including charts and tables designed in matrix form (rows and columns), answer factual questions based on the data supplied.

Transaction	Tax	Transaction	Tax
85.92-86.08	5.16	91.59-91.74	5.56
86.09-86.24	5.17	91.75-91.91	5.57
86.25-86.41	5.18	91.92-92.08	5.58
86.42-86.58	5.19	92.09-92.24	5.59
86.59-86.74	5.20	92.25-92.41	5.60
86.75-86.91	5.21	92.42-92.58	5.61
86.92-87.08	5.22	92.59-92.74	5.62
87.09-87.24	5.23	92.75-92.91	5.63
87.25-87.41	5.24	92.92-93.08	5.64
87.42-87.58	5.25	93.09-93.24	5.65
87.59-87.74	5.26	93.25-93.41	5.66
87.75-87.91	5.27	93.42-93.58	5.67
87.92-88.08	5.28	93.59-93.74	5.68
88.09-88.24	5.29	93.75-93.91	5.69
88.25-88.41	5.30	93.92-94.08	5.70
88.42-88.58	5.31	94.09-94.24	5.71
88.59-88.74	5.32	94.25-94.41	5.72
88.75-88.91	5.33	94.42-94.58	5.73
88.92-89.08	5.34	94.59-94.74	5.74
89.09-89.24	5.35	94.75-94.91	5.75

To demonstrate the ability to perform this task, the student will examine the tax chart on the left and write down the tax for the following amounts of money:

a. $87.42, b. $95.24, c. $92.80

KEY: a. $5.25; b. $5.71; c. $5.57

16G.3	Prerequisite to 16G.8	Given a location on a map, use the grid system to read out the map section identifying it (e.g., A-7).
16G.5	Prerequisite to 16G.8	Using the index, locate cities or points of interest on the map.
16G.8	The GENERAL LOADER must be able to deliver the goods to the destination.	
		To accomplish this task, the student must be able to, given a starting point, find at least 2 routes to travel to a destination.
		To demonstrate the ability to perform this task, the student will examine exhibit 98-B and trace two separate routes to drive from Wilde Road to Shaw Street.
17A.7	Prerequisite to 19B.9	Do an exercise that requires recall of given instructions or information.
17A.13	Prerequisite to 19B.9	Given a set of written instructions involving activities to be performed by a number of people, and the particular roles, prepare a list and sequence of activities to be performed.
19A.15	Prerequisite to 19B.9	Perform a series of two or three activities which require recall of oral instructions. (The activities to be within the abilities of the student - recall is the item to be demonstrated.)

19B.9 The GENERAL LOADER must be able to follow general instructions (such as "load the truck") and decide how best to accomplish the tasks given to him.

To accomplish this task, the student must be able to perform a series of two or three activities which require recall of oral instructions and an interpretation of how the instructions were to be fulfilled. (The activities to be within the abilities of the student - recall and interpretation are the items to be demonstrated.)

To demonstrate the ability to perform this task, the student will listen to the following instructions (to be read aloud by the instructor) and then perform them:

a. turn to exhibit 98-A;
b. write down $5.00 for the rate of a 1½ cu. ft. carton;
c. write down $7.50 under the rate of a 3 cu. ft. carton;
d. find the amount for each of these cartons listed in exhibit 98-A.

21A.3	Prerequisite to 22B.2	Given a date (day, month, date, year) write the date using correct punctuation and capitalization.
21A.4	Prerequisite to 22A.1	Given a standard clock, tell correct time to within 5 minutes of actual time.
21A.5	Prerequisite to 22A.1	Given times of the day, be able to write time: a. 8:00 b. eight o'clock c. 8 o'clock
21A.6	Prerequisite to 22A.1	Explain and use correctly the abbreviations A.M. and P.M.

22A.1 The GENERAL LOADER must be able to fill out a driver's daily log.

To accomplish this task, the student must be able to, given simple data in the form of words and figures, write complete sentences on forms which are legible and which convey the required information.

To demonstrate the ability to perform this task, the student will turn to exhibit 98-C and fill it out using the following data:

You slept from 4:00 P.M. to 8:00 P.M.;
You drove from 11:00 A.M. to 4:00 P.M.;
You were off duty before 11:00 A.M.;
You were on duty from 8:00 P.M. on.

destination is your home address;
starting point is where you are now;
use your own name for the driver;
use your instructor's name for co-driver;
use today's date; vehicle number is 112463.

22B. 1 Prerequisite to 22B.2 Given simple data in the form of words and figures, write complete sentences on forms which are legible and which convey the required information.

22B.2 The GENERAL LOADER must be able to apply for a job.

To accomplish this task, the student must be able to complete a sample application form for employment in a legible manner.

To demonstrate the ability to perform this task, the student will fill out exhibit 98-D completely and accurately.

22B.6 The GENERAL LOADER must be able to make application for a special vehicle driver's license.

To accomplish this task, the student must be able to complete forms used locally to make applications for driver's license, automobile registration, electric service, telephone service, etc.

To demonstrate the ability to perform this task, the student will fill out 98-E fully and neatly.

26B.1 The GENERAL LOADER must be able to sort items for packing, boxes, cartons, crates, wardrobes, etc.

To accomplish this task, the student must be able to, given objects, sort by given classification criteria. The sorting should require a minimum of judgment. To oversimplify, sorting apples by types or tools by various generic classifications would be appropriate but sorting apples by quality or lumber by grades is a rating skill.

To demonstrate the ability to perform this task, the student will sort a group of common office supplies (pencils, thumb tacks, rulers, staplers, paper, etc.) into 3 categories:

a.) those which will fit into a match or paper clip box;
b.) those that will fit into an empty pencil box;
c.) those that will fit into neither.

PACKING AND

YEATS MOVING AND STORAGE CO., INC.
1475 Beckett St., Williams, Tennessee

1419

MOVING STORAGE PACKING CRATING SHIPPING

NAME Eugene O'Neill

ADDRESS 7515 IONESCO AVE CITY MAYBRIDGE CA

EST.	MATERIAL	DELIVERED	RETURNED	USED	RATE	AMT.
	Barrels or Dishpaks					
	Boxes Wooden					
3	CARTONS 1½ CU. FT.					
5	3 CU. FT.					
	4½ CU. FT.					
1	6 CU. FT.					
2	6½ or over CU. FT.					
	RECORDS					
	MATTRESS					
2	STANDARD SINGLE					
	STANDARD DOUBLE					
	SINGLE (FOAM)					
	DOUBLE (FOAM)					
	QUEEN SIZE					
1	KING SIZE					
	SINGLE BOX SPRING					
	DOUBLE BOX SPRING					
1	CRIB					
	MIRROR					
	PICTURES					
	WARDROBES					
	Nail (Lbs.)					
	Paper (Newsprint Lbs.)					
	Paper (Waterproof)					
2	Paper (Wrapping)					
2	Paper (Tissue)					
	KLEEN PACK SPACERS - Small					
1	Medium					
1	Large					
					TOTAL	

INSTRUCTIONS

APPLIANCES

REMARKS

Total Non-Taxable Items

Total Taxable Items

Sales Tax

Total Amount on This Page

Minus Labor at ___ per hour

Carriage

Lumpkin (See other side)

Labor (See other side)

TOTAL

Ship Via

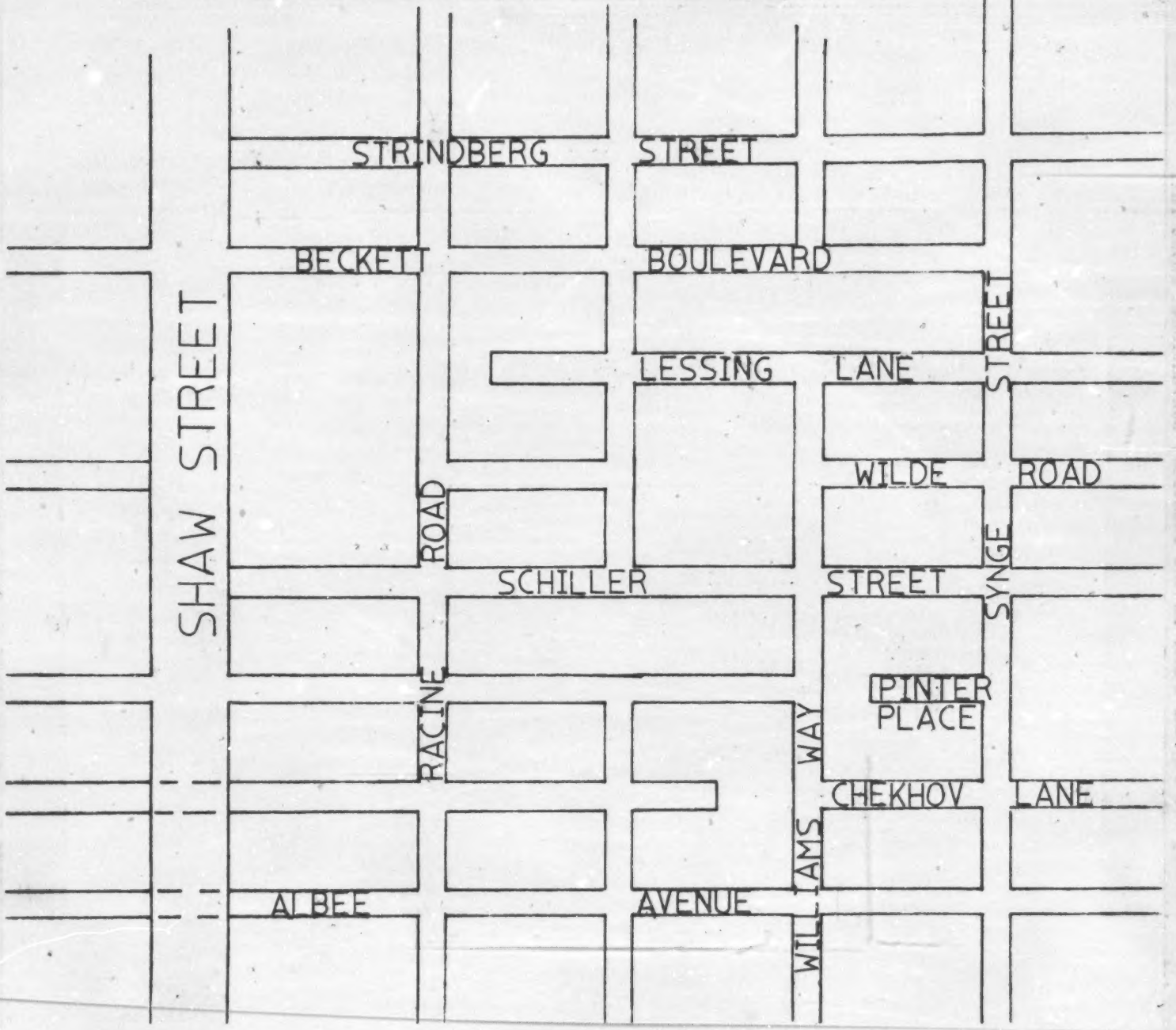
Customer's Signature

Packer's Signature

Date	PACKER'S NAME	Left Warehouse	Started Work	Stopped Work	Returned to Warehouse

80

98-B



98-B

1420

54

55

DRIVER'S DAILY LOG
(One calendar day - 24 hours)

(Month) (Day) (Year) 185 (Total mileage today)

Vehicle #'s - each unit

I hereby certify these entries are true and correct:

80 (Total miles driven today)

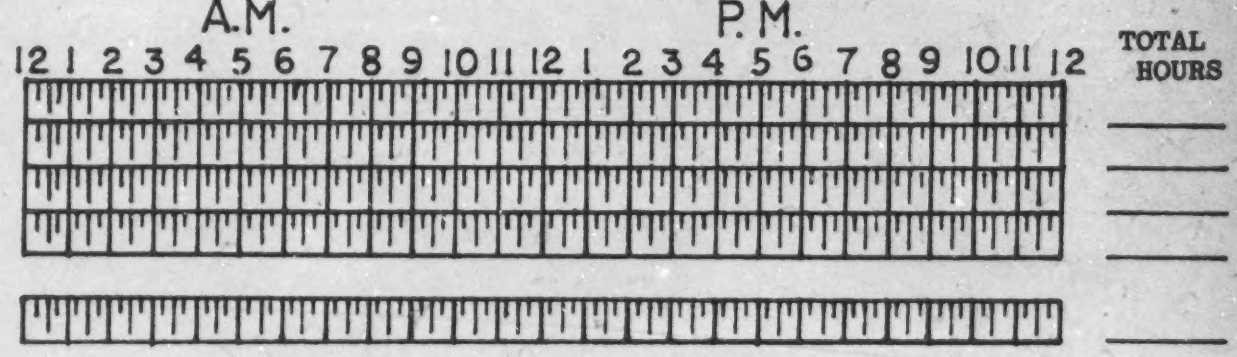
(Driver's signature in full)

KEATS, YEATS, & SHELLEY
(Name of carrier or carriers)

(Name of co-driver)

HARRISBURG, PENNSYLVANIA
(Main office address)

ALEXANRIA, VIRGINIA
(Home terminal address)



FROM: (Starting point or place)

TO: (Destination or turn around point or place)

1421

USE TIME STANDARD AT HOME TERMINAL

56

J-86

57

98-D

EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code) 3. TELEPHONES

Home _____

Business _____

Length of Time at Current Address | Time at Previous Address

QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
4. Do you have a valid California Drivers License?		
5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From _____ To _____ NOTE: To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.		
6. May we contact your present employer as to your qualifications, character and ability?		
7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11)		
8. Have you ever received Workman's Compensation? (If *Yes*, describe in Question 11)		
9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11)		
10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11)		

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

12 **EDUCATIONAL RECORD**

Circle Highest Grade Completed: 8 7 8 9 10 11 12 | Name and Location of Last Elementary or High School | Graduated? Yes ☐ No ☐

Name and Location of College or University | Major | Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

13. **EMPLOYMENT INFORMATION** (Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer _____ From _____ mo. year

Address _____ To _____ mo. year

Supervisor's Name & Title _____ Phone _____ Total _____ years months

Your Title _____ Full Time ☐ Part Time ☐

Duties _____ Last Salary _____

Reason for leaving _____

Employer _____ From _____ mo. year

Address _____ To _____ mo. year

Supervisor's Name & Title _____ Phone _____ Total _____ years months

Your Title _____ Full Time ☐ Part Time ☐

Duties _____ Last Salary _____

14. **PERSONAL REFERENCES - GIVE THREE** (Do not include previous employers or relatives.)

NAME	ADDRESS	PHONE NUMBER

1423

98-E

Substitute standard vehicle driver's application.

A.C.E. COMPETENCY BASED JOB DESCRIPTION 99

OCCUPATIONAL TITLE: FORKLIFE OPERATOR

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: Forklift Operator

D.O.T. CODE: 922.883 (4th Ed.: 921.683-050)

A.C.E. NUMBER: 99

CAREER LATTICE:

FIRST LEVEL: Forklift Operator

SECOND LEVEL: Truck Driver

THIRD LEVEL: Salesman

FOURTH LEVEL: Manager

D.O.T.'s General Educational Level: 1

SITE WHERE THE JOB CAN BE OBSERVED:

Sunset Produce Company
131 Terminal Court
South San Francisco, CA

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Number of Annual Jobs in San Mateo County: 138. This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security applicant record system reports on local San Mateo County Employment Development Department job opening activity.

Usual Entrance Requirements - Application form, interview, both handled by Union Hall.

JOB DESCRIPTION (D.O.T.) - Drives gasoline or electric-powered industrial truck or tractor, equipped with forklift, elevating platform, or trailer hitch, to push, pull, lift, stack or tier merchandise, equipment, or bulk materials in warehouse, storage yard, or factory: Moves levers and depresses pedals to drive truck and control movement of lifting apparatus. Positions forks or lifting platform under loaded pallets, skids or boxes or hooks tow trucks to trailer hitch, and transports load to designated area. Unloads and stacks material by raising and lowering lift forks or lifting platform. May inventory materials on work floor, and supply workers with material as needed. May lubricate truck, recharge battery, and fill fuel tank. May be designated according to article moved as LEAD LOADER (ore, dress., smelt., & refin.); working area as BARREL-HOUSE MAN (petrol. refin.); process in which involved as STRIPPER TRUCKMAN (ore dress., smelt., & refin.); or type of truck operated as ELECTRIC-TRUCK-CRANE OPERATOR; FORK-LIFT-TRUCK OPERATOR; TIER-LIFT-TRUCK OPERATOR.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF

FORKLIFT OPERATOR

Below are listed first in general terms and then in specific competencies the math and communication activities which a person must typically be able to carry out to function successfully as a forklift operator.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisite to those competencies.

The center column* states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

* The items in the center column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W. and Smith, A. De W., Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

1A.2 Prerequisite to 1A.5 — Identify place value of digits in a given whole number with up to seven digits.

1A.3 Prerequisite to 1A.5 — Read a given whole number less than ten million and write its name in words.

1A.5 The FORKLIFT OPERATOR must be able to count items to be sure an order is properly filled.

To accomplish this task, the student must be able to count a set of up to 100 objects and state or write the number of objects counted.

To demonstrate the ability to perform this task, the student will count the number of chairs in a given room and write that number down.

1B.1 Prerequisite to 1B.2 — Perform addition of whole numbers given instructions such as:

What is the total of 8 and 5?
8 plus 5 is ____; 8 + 5 = ____;
Find the sum of 8 and 5; 8
Add 8 and 5; +5

1B.2 The FORKLIFT OPERATOR must be able to take inventory of stock on hand.

To accomplish this task, the student must be able to find the sum of a set of whole numbers of 1-5 digits including cases where carrying is required.

To demonstrate the ability to perform this task, the student will perform the additions below:

a. 146 +27

b. 1845 1920 101

c. 675 1422 99

d. 10,410 8,499 6,755 1,222

KEY: a. 173; b. 3,866; c. 2,196; d. 26,886.

1B.3 Prerequisite to 1B.5 — Perform subtraction of whole numbers given instructions such as:

8 minus 5 is ____;
Subtract 5 from 8;
Find the difference of 8 and 5; 8 - 5 = ____;
If you had 8 and gave away 5, you would have ____.

$$\begin{array}{r} 8 \\ -5 \end{array};$$

1B.4 Prerequisite to 1B.5 — Find the difference of two 1-5 digit numbers including cases where borrowing is required.

1B.5 The FORKLIFT OPERATOR must be able to fill orders.

To accomplish this task, the student must be able to solve a routine word problem using subtraction and/or addition of whole numbers.

To demonstrate the ability to perform this task, the student will solve the following problem:

An order for 1,697 boxes of tomatoes came in last night. The graveyard shift operator had set aside 800 crates. If you have already moved out an additional 279 crates, how many more are needed?

KEY: 618 crates.

1C.1 Prerequisite to 1C.5 — Perform multiplication of whole numbers given instructions such as:

6 times 2 is ____;
Six two's are ____;
The product of 6 and 2 is ____;
6 x 2 = ____.

$$\begin{array}{r} 6 \\ \times 2 \end{array};$$

1C.2 Prerequisite to 1C.5 — Find the product of a given pair of whole numbers of which one number is up to five digits and the other number up to three digits.

1C.3 Prerequisite to 1C.5

Perform division of two simple whole numbers (no remainder) given instructions such as:

6 divided by 2 is ___;
2 into 6 goes ___ times;
The quotient of 6 divided by 2 is ___;

$6 \div 2 =$ ___;
$2\overline{)6} =$ ___;
$\frac{6}{2} =$ ___.

1C.4 Prerequisite to 1C.5

Find quotients of 1-5 digit dividends and 1-3 digit divisors including cases where there are remainders.

1C.5 The FORKLIFT OPERATOR must be able to prepare orders for shipment.

To accomplish this task, the student must be able to solve routine word problems using multiplication and/or division of whole numbers.

To demonstrate the ability to perform this task, the student will solve the following problem:

A warehouseman stacks crates of lettuce in stacks 17 high. How many crates are in 36 stacks? How many stacks are needed to fill an order of 1,487 crates? What part of the next stack must be used to fill this order?

KEY: 612 crates; 87 stacks; 8 crates.

2A.1b Prerequisite to 8A.5

Read fractions orally and explain that a fraction represents a given number of parts out of a total number of equal parts.

6A.7 The FORKLIFT OPERATOR must be able to find room to place pallets full of crates while moving them into storage or onto the loading dock.

To accomplish this task, the student must be able to estimate the area of common rectangular or square objects to within 25% of the actual area.

To demonstrate the ability to perform this task, the student will estimate the size of the room he is now occupying (to be verified by the student using a measuring tape or yardstick).

6E.3 The FORKLIFT OPERATOR must be able to gauge the weight of stacks of crates to see if they can be lifted by the forklift and must be able to safely lift individual crates.

To accomplish this task, the student must be able to, from visual, kinesthetic and tactual perception, and with immediately subsequent feedback, estimate the weight of various items of different shape, size and composition, (e.g., chair, table, book), within 20% of actual weight.

To demonstrate the ability to perform this task, the student will estimate whether he could safely lift at least 3 articles of furniture in the room.

8A.3 Prerequisite to 8A.5 Identify a series of consecutive whole numbers or multiples of whole numbers with or without equal subdivisions between numbers on a measuring device, as a graduated scale.

8A.4 Prerequisite to 8A.5 Write the size of the interval between:

a. numerals on a graduated scale.
b. subdivisions on a graduated scale.

8A.5 The FORKLIFT OPERATOR must be able to read gas and oil gauges and ammeters on the forklift.

To accomplish this task, the student must be able to write the measurement indicated on a sketch of a graduated scale:

a. to the nearest whole number when the scale is marked off in consecutive whole numbers with or without subdivisions.
b. to a given precision when the scale is marked off in multiples of a whole number with or without subdivisions.
c. to a given precision when the scale is marked off in whole numbers with or without subdivisions representing fractions such as halves, quarters, eighths, sixteenths, tenths, or fifths.
d. to a given precision when the scale is marked off in whole numbers which represent multiples of a given number such as 100 or 1000.

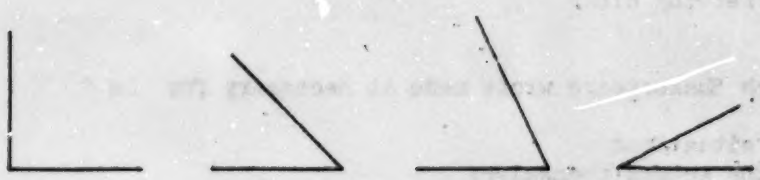
To demonstrate the ability to perform this task, the student will read the scale below and write the indicated readings in the spaces provided:

Substitute a scale marked off in tens.

11B.1 The FORKLIFT OPERATOR must be able to safely lift crates from the tops of stacks without tipping over the forklift or dropping the crates.

To accomplish this task, the student must be able to identify 30°, 45°, 60° and 90° angles from a set of such angles, without the aid of a protractor.

To demonstrate the ability to perform this task, the student will identify each of the angles below:



KEY: a. 90°; b. 45°; c. 60°; d. 30°.

13A.1 Prerequisite to 15A.3 Given letters of the alphabet in manuscript form and in random order, read each letter and pronounce each letter correctly.

15A.1 Prerequisite to 15A.3 Read a list of 50 words from a series of commonly used terms (e.g., from the Dolch List).

15A.2 Prerequisite to 15A.3 Read words from the labels of frequently used products or of products used in a given occupation.

15A.3 The FORKLIFT OPERATOR must be able to converse with his supervisor and fellow workers.

To accomplish this task, the student must be able to read and use in an oral sentence words from a list of words common to the vocabulary of a given occupation.

To demonstrate the ability to perform this task, the student will read aloud each word below and correctly match it with the correct definition:

A. case lot	1. a machine for hoisting heavy objects by means of steel fingers inserted under the load.
B. shipping order	2. a portable platform of wood or other material for handling, storage, or movement of materials and packages in warehouses, factories, or vehicles.
C. shipment	3. a unit of wood cut for fuel equal to a stack 4 x 4 x 8 feet or 128 cubic feet.
D. container shipping	4. an apparatus for supplying an internal combustion engine with vaporized fuel mixed with air in an explosive mixture.
E. pallet	5. a number of boxes of an article or a parcel of articles offered as one item (as in an auction sale).
F. forklift	6. a horizontal flat surface usually higher than the adjoining area.
G. rail car	7. a wheeled vehicle running on two tracks made by bars of rolled steel.
H. platform	8. shipping in a receptacle or a flexible covering for goods.
I. carburetor	9. the art or process of shipping; the goods shipped.
J. cord	10. a written direction to ship something to someone.

KEY: A-5, B-10, C-9, D-8, E-2, F-1, G-7, H-6, I-4, J-3.

15B.1 The FORKLIFT OPERATOR must be able to work safely.

To accomplish this task, the student must be able to read aloud and explain a series of common functional signs (e.g., safety signs, road signs etc.).

To demonstrate the ability to perform this task, the student will read aloud each of the signs below and explain them to the instructor:

16A.2 The FORKLIFT OPERATOR must be able to read shipping orders.

To accomplish this task, the student must be able to interpret terminology and abbreviations frequently found in forms.

To demonstrate the ability to perform this task, the student will read each of the words below and briefly explain their meanings to the instructor:

shipping	cash	produce
copy	chg.	co.

17A.7 Prerequisite to 19B.9 Do an exercise that requires recall of given instructions or information.

17A.13 Prerequisite to 19B.9 — Given a set of written instructions involving activities to be performed by a number of people, and the particular roles, prepare a list and sequence of activities to be performed.

19A.15 Prerequisite to 19B.9 — Perform a series of two or three activities which require recall of oral instructions. (The activities to be within the abilities of the student - recall is the item to be demonstrated.)

19B.9 The FORKLIFT OPERATOR must be able to follow general instructions as to the disposition of various shipping orders.

To accomplish this task, the student must be able to perform a series of two or three activities which require recall of oral instructions and an interpretation of how the instructions were to be fulfilled. (The activities to be within the abilities of the student - recall and interpretation are the items to be demonstrated.)

To demonstrate the ability to perform this task, the student will listen to the following instructions and then carry them out.

1. take an empty pencil box;
2. fill it with pencils;
3. write down the number of pencils in the box if it's more than 10.

21A.3 Prerequisite to 22B.2 — Given a date (day, month, date, year), write the date using correct punctuation and capitalization.

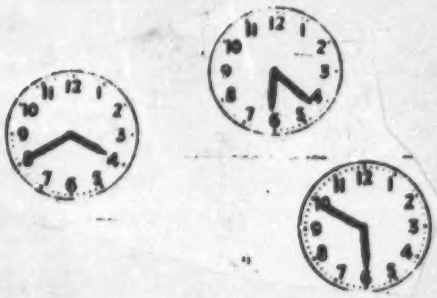
21A.4 Prerequisite to 21A.5 — Given a standard clock, tell correct time to within 5 minutes of actual time.

21A.5 The FORKLIFT OPERATOR must be able to fill in a time card.

To accomplish this task, the student must be able to, given times of the day, write time:

a. 8:00
b. eight o'clock
c. 8 o'clock.

To demonstrate the ability to perform this task, the student will write the time indicated on the following clocks:



22A.1 Prerequisite to 22B.2 Given simple data in the form of words and figures, write phrases on forms which are legible and which convey the desired information.

22B.1 Prerequisite to 22B.2 Given simple data in the form of words and figures, write complete sentences on forms which are legible and which convey the required information.

22B.2 The FORKLIFT OPERATOR must be able to apply for a job.

To accomplish this task, the student must be able to complete a sample application form for employment in a legible manner.

To demonstrate the ability to perform this task, the student will fill out exhibit 99-A completely and neatly.

99-A

EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code) 3. TELEPHONES

Home

Business

Length of Time at Current Address | Time at Previous Address

QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
4. Do you have a valid California Drivers License?		
5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From _____ To _____ **NOTE:** To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.		
6. May we contact your present employer as to your qualifications, character and ability?		
7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11)		
8. Have you ever received Workman's Compensation? (If *Yes*, describe in Question 11)		
9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11)		
10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11)		

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

12 **EDUCATIONAL RECORD**

Circle Highest Grade Completed: 6 7 8 9 10 11 12 | Name and Location of Last Elementary or High School | Graduated? Yes ☐ No ☐

Name and Location of College or University | Major | Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

13. **EMPLOYMENT INFORMATION** (Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer _____ From _____ mo. year

Address _____ To _____ mo. year

Supervisor's Name & Title _____ Phone _____ Total _____ years _____ months

Your Title _____ Full Time ☐ Part Time ☐

Duties _____ Last Salary _____

Reason for leaving _____

Employer _____ From _____ mo. year

Address _____ To _____ mo. year

Supervisor's Name & Title _____ Phone _____ Total _____ years _____ months

Your Title _____ Full Time ☐ Part Time ☐

Duties _____ Last Salary _____

14. **PERSONAL REFERENCES - GIVE THREE** (Do not include previous employers or relatives.)

NAME	ADDRESS	PHONE NUMBER

A.C.E. COMPETENCY BASED JOB DESCRIPTION 100

OCCUPATIONAL TITLE: MATERIAL HANDLER

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: Material Handler (Iron and Steel Industry)

D.O.T. CODE: 509.886 (4th Ed.: 509.686-010)

A.C.E. NUMBER: 100

CAREER LATTICE:

FIRST LEVEL: Material Handler

SECOND LEVEL: Supervisor

THIRD LEVEL: Inspector

D.O.T.'s General Educational Level: 2

SITE WHERE THE JOB CAN BE OBSERVED:

Bethlehem Steel
430 Industrial Way
So. San Francisco, CA

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Number of Annual Jobs in San Mateo County: 24. This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security applicant record system reports on local San Mateo County Employment Development Department job opening activity.

Usual Entrance Requirements - Application form, interview.

JOB DESCRIPTION (D.O.T.) - Performs any combination of tasks to assist workers engaged in production of iron and steel: Feeds and off-bears equipment, such as conveyors, pilers, and loaders, to charge furnaces, transport hot metal to rollers, and store finished products. Bundles and ties metal rods, sheets, and wire, using banding machine and handtools. Attaches cranehooks, slings, or cradles to material for moving by ELECTRIC-BRIDGE-OR-GANTRY-CRANE OPERATOR (any ind.). Transports material to and from production stations, using handtruck. Feeds material, such as ganister, magnesite, and limestone into crushers to prepare additives for molten metal. Grinds defects, such as burrs, seams, and scratches, from rolled steel, using portable grinder. Sweeps scale from work area and empties dust bins, using wheelbarrow, broom and shovel. Breaks up manganese and scrap metal to facilitate handling, using sledge and pneumatic hammer. Marks identification numbers on steel billets, using chalk. Verifies dimension of products, using fixed gage. Wipes grease and oil from machinery with rags and solvent. May be known according to specific task performed as CONVEYOR MAN; CRUSHERMAN; LOADING CHECKER; MARKER; RACKER; SCRAP BREAKER.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF

MATERIAL HANDLER

Below are listed first in general terms and then in specific competencies the math and communication activities which a person must typically be able to carry out to function successfully as a material handler.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisite to those competencies.

The center column* states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

* The items in the center column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W. and Smith, A. De W., Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

1A.1 The MATERIAL HANDLER must be able to write I.D. numbers on outgoing shipments.

To accomplish this task, the student must be able to, given a series of numbers in numeral form (e.g., 10, 20, 30), copy series in hand-written form with 100% accuracy.

To demonstrate the ability to perform this task, the student will copy the following numbers exactly as they are typed:

104117 104118 104119
104120 104121

1A.2 Prerequisite to 1A.5 Identify place value of digits in a given whole number with up to seven digits.

1A.3 Prerequisite to 1A.5 Read a given whole number less than ten million and write its name in words.

1A.5 The MATERIAL HANDLER must be able to count the number of bars arriving from production.

To accomplish this task, the student must be able to count a set of up to 100 objects and state or write the number of objects counted.

To demonstrate the ability to perform this task, the student will count the number of books on a given bookshelf.

1B.1 Prerequisite to 1B.5 Perform addition of whole numbers given instructions such as:

What is the total of 8 and 5?
8 plus 5 is ____; 8 + 5 = ____;
Find the sum of 8 and 5; 8
Add 8 and 5; +5.

1B.2 Prerequisite to 1B.5 Find the sum of a set of whole numbers of 1-5 digits including cases where carrying is required.

1B.3 Prerequisite to 1B.5

Perform subtraction of whole numbers given instructions such as:
8 minus 5 is ____;
If you had 8 and gave away 5, you would have ____;
Subtract 5 from 8;
Find the difference of 8 and 5;
8 - 5 = ____;

$$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}.$$

1B.4 Prerequisite to 1B.5

Find the difference of two 1-5 digit numbers including cases where borrowing is required.

1B.5 The MATERIAL HANDLER must be able to fill orders as iron bars arrive.

To accomplish this task, the student must be able to solve a routine word problem using subtraction and/or addition of whole numbers.

To demonstrate the ability to perform this task, the student will determine the number of bars needed to fill an order for 1,500 iron bars if the original inventory was 876 bars, and production has provided an additional 325 bars.

KEY: 299 bars are needed.

1C.1 Prerequisite to 1C.5

Perform multiplication of whole numbers given instructions such as:
6 times 2 is ____; 6 x 2 = ____;
Six two's are ____;

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}.$$

The product of 6 and 2 is ____;

1C.2 Prerequisite to 1C.5

Find the product of a given pair of whole numbers of which one number is up to five digits and the other number up to three digits.

1C.3 Prerequisite to 1C.5

Perform division of two simple whole numbers (no remainder) given instructions such as:
6 divided by 2 is ____; 6 ÷ 2 = ____;
2 into 6 goes ____ times; $2\overline{)6}$ = ____;
The quotient of 6 divided by 2 is ____; $\frac{6}{2}$ = ____.

1C.4 Prerequisite to 1C.5 — Find quotients of 1-5 digit dividends and 1-3 digit divisors including cases where there are remainders.

1C.5 The MATERIAL HANDLER must be able to stack bars safely and in an organized manner.

To accomplish this task, the student must be able to solve routine word problems using multiplication and/or division of whole numbers.

To demonstrate the ability to perform this task, the student will determine:

(a.) The number of stacks 15 high which can be made from a total of 2,250 iron bars.

(b.) Can a shipment of 1275 iron bars be filled if there is a stockpile of 50 stacks of 25 iron bars each?

KEY: (a.) 150 stacks; (b.) No - only 1250 iron bars.

2A.1b The MATERIAL HANDLER must be able to read measurements on iron bars in order to sort them.

To accomplish this task, the student must be able to read fractions orally and explain that a fraction represents a given number of parts out of the total number of equal parts.

To demonstrate the ability to perform this task, the student will read aloud the following fractions and state the number of parts being talked about and the total number of parts for each fraction:

1/2 3/4 1/8 7/16 23/32

6A.7 The MATERIAL HANDLER must be able to find an area large enough to stack a number of iron bars.

To accomplish this task, the student must be able to estimate the area of common rectangular or square objects to within 25% of the actual area.

To demonstrate the ability to perform this task, the student will estimate the area of the room he is now in, in square feet, and check his answer by calculating the area (given the actual measurements).

6E.3 The MATERIAL HANDLER must be able to lift heavy objects.

To accomplish this task, the student must be able to, from visual, kinesthetic and tactual perception, estimate the weight of various items of different shape, size and composition, (e.g., chair, table, book), within 20% of actual weight.

To demonstrate the ability to perform this task, the student will estimate whether or not he can lift at least three objects in the room now occupied.

6F.3 The MATERIAL HANDLER must be able to sort iron bars by their lengths and stack them accordingly.

To accomplish this task, the student must be able to estimate the length, width, height, or distance between objects within 20% of actual measurement, in cases such as the following:

a. dimensions of a book, box, desk, room or building.
b. distances up to 200 yards.

To demonstrate the ability to perform this task, the student will estimate the lengths of at least three objects in the room and then the student will measure them to verify the accuracy of his estimates.

8A.3 Prerequisite to 8A.5 Identify a series of consecutive whole numbers or multiples of whole numbers with or without equal subdivisions between numbers on a measuring device, as a graduated scale.

8A.4 Prerequisite to 8A.5 Write the size of the interval between:

a. numerals on a graduated scale.
b. subdivisions on a graduated scale.

8A.5 The MATERIAL HANDLER must be able to measure iron bars if there is doubt as to which pile it should be included in.

To accomplish this task, the student must be able to write the measurement indicated on a sketch of a graduated scale:

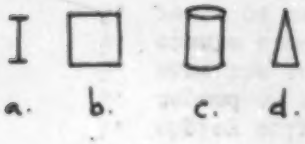
a. to the nearest whole number when the scale is marked off in consecutive whole numbers with or without subdivisions.
b. to a given precision when the scale is marked off in multiples of a whole number with or without subdivisions.
c. to a given precision when the scale is marked off in whole numbers with or without subdivisions representing fractions such as halves, quarters, eighths, sixteenths, tenths, or fifths.
d. to a given precision when the scale is marked off in whole numbers which represent multiples of a given number such as 100 or 1000.

To demonstrate the ability to perform this task, the student will use a ruler or tape measure to measure at least three objects in the room (to be verified by the instructor).

11A.1 The MATERIAL HANDLER must be able to identify various configurations of iron bars (e.g., cylinders, I-bars, squares, etc.)

To accomplish this task, the student must be able to identify rectangles, squares, triangles, circles, rectangular solids, cubes, pyramids, cones, cylinders and spheres from a set of objects, pictures of objects, or names of objects.

To demonstrate the ability to perform this task, the student will identify the following figures correctly:



KEY: a. I-bar; b. square; c. cylinder; d. triangle

13A.1 Prerequisite to 15A.3 Given letters of the alphabet in manuscript form and in random order, read each letter and pronounce each letter correctly.

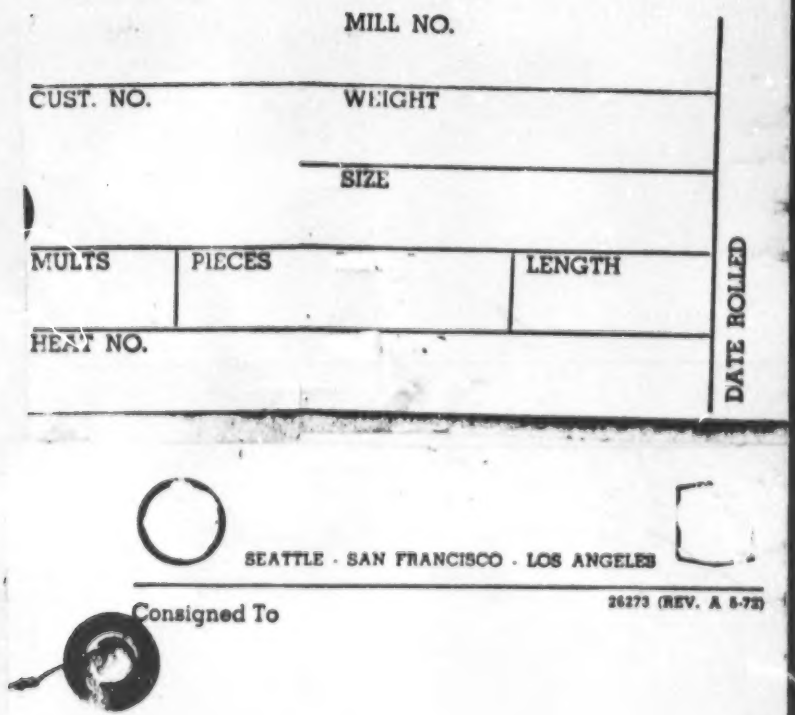
15A.1 Prerequisite to 15A.3 Read a list of 50 words from a series of commonly used terms (e.g., from the Dolch List).

15A.2 The MATERIAL HANDLER must be able to read labels on shipments to determine where they should be shipped.

To accomplish this task, the student must be able to read words from the labels of frequently used products or of products used in a given occupation.

To demonstrate the ability to perform this task, the student will read the words on the labels below and briefly explain the following words and abbreviations to the instructor:

NO.	WEIGHT	DATE
CUST. NO.	SIZE	CONSIGNED
PIECES	LENGTH	STEEL



15A.3 The MATERIAL HANDLER must be able to converse with co-workers and supervisors.

To accomplish this task, the student must be able to read and use in an oral sentence words from a list of words common to the vocabulary of a given occupation.

To demonstrate the ability to perform this task, the student will read aloud each of the words below and then correctly match it with the correct definition on the right.

A. scaffold	1. fire-resistant mineral used in protective clothing
B. acetylene	2. fire extinguisher used for wood or rubbish fires
C. shop steward	3. raised framework on which people work
D. gantry	4. tools operated by using compressed air
E. burr	5. used to put out oil or gasoline fires
F. shackle	6. colorless, poisonous, highly flammable gas, used with oxygen in blow torches, welding, etc.
G. Class B fire extinguisher	7. wheeled framework with a crane for transporting heavy objects
H. Class A fire extinguisher	8. heavy duty coupling device
I. pneumatic tools	9. thick, heavy rope made of wire strands
J. conveyor belt	10. person elected by his fellow workers in a union shop to represent them in dealing with the employer
K. billet	11. continuous chain or belt for carrying objects
L. asbestos	12. rough edge left on metal after processing
M. cable	13. small, unfinished metal bar, especially of iron or steel.

KEY: A-3, B-6, C-10, D-7, E-12, F-8, G-5, H-2, I-4, J-11, K-13, L-1, M-9.

15B.1 The MATERIAL HANDLER must be able to work safely on the job.

To accomplish this task, the student must be able to read aloud and explain a series of common functional signs (e.g., safety signs, road signs etc.).

To demonstrate the ability to perform this task, the student will read aloud the following signs and briefly explain their meanings to the instructor:

16D.1 Prerequisite to 16D.6 Identify a manual as a handbook of instructions and/or information related to one topic, and give an example of a manual.

16D.2 Prerequisits to 16D.6 Identify the particular kind of information or directions included in a given manual, using the title, table of contents, and/or index as guide.

16D.3 Prerequisite to 16D.6 Identify the parts of a given manual which apply to a given situation using the table of contents and/or index as guide.

16D.5 Prerequisite to 16D.6 Apply instructions or information from a given manual to a particular situation given an oral description of a problem that can be solved using information from the manual.

16D.6 The MATERIAL HANDLER must be able to follow company policy and union guidelines.

To accomplish this task, the student must be able to, given a typical company manual or union agreement containing administrative, policy, personnel and financial rules and regulations, answer factual questions based on the manual for items such as hours of work, rates of pay, vacation or other leave, grievances, promotion and discipline.

To demonstrate the ability to perform this task, the student will examine the page to the left below and determine on what page one would find information about a.) Christmas; b.) working the graveyard shift.

The student will examine the page to the right and answer the following questions: a.) how many holidays are you entitled to? d.) what day is Washington's birth-

Substitute the Table of Contents and a sample page from a company manual.

17A.7 Prerequisite to 19A.15 Do an exercise that requires recall of given instructions or information.

17A.13 Prerequisite to 19A.15 Given a set of written instructions involving activities to be performed by a number of people, and the particular roles, prepare a list and sequence of activities to be performed.

19A.15 The MATERIAL HANDLER must be able to follow instructions on special shipments.

To accomplish this task, the student must be able to perform a series of two or three activities which require recall of oral instructions. (The activities to be within the abilities of the student - recall is the item to be demonstrated.)

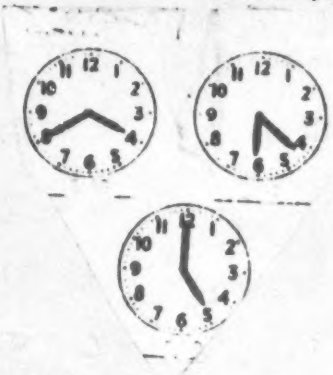
To demonstrate the ability to perform this task, the student will listen to the following instructions (to be read aloud by the instructor) and then perform them:

a.) Turn to page 1 of this job description;
b.) Circle all words beginning with the letter "L";
c.) Cross out all the zeros on this page.

21A.4 Prerequisite to 21A.5 Given a standard clock, tell correct time to within 5 minutes of actual time.

21A.5 The MATERIAL HANDLER must be able to fill out a time card.

To accomplish this task, the student must be able to, given times of the day, write time: a. 8:00, b. eight o'clock, c. 8 o'clock.



To demonstrate the ability to perform this task, the student will look at the clocks to the left and write down the times indicated.

22B.1 Prerequisite to 22B.2 Given simple data in the form of words and figures, write complete sentences on forms which are legible and which convey the required information.

22B.2 The MATERIAL HANDLER must be able to apply for a job.

To accomplish this task, the student must be able to complete a sample application form for employment in a legible manner.

To demonstrate the ability to perform this task, the student will fill out exhibit 100-A correctly and neatly.

26B.1 The MATERIAL HANDLER must be able to sort iron bars by their lengths for shipping.

To accomplish this task, the student must be able to, given objects, sort by given classification criteria. The sorting should require a minimum of judgment. To oversimplify, sorting apples by types or tools by various generic classifications would be appropriate but sorting apples by quality or lumber by grades is a rating skill.

To demonstrate the ability to perform this task, the student will sort a group of pencils into two groups - those over 4 inches long and those shorter than 4 inches.

100-A

EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code) 3. TELEPHONES
Home
Business

Length of Time at Current Address | Time at Previous Address

QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
4. Do you have a valid California Drivers License?		
5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From _____ To _____ **NOTE:** To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.		
6. May we contact your present employer as to your qualifications, character and ability?		
7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11)		
8. Have you ever received Workmen's Compensation? (If *Yes*, describe in Question 11)		
9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11)		
10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11)		

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

12

EDUCATIONAL RECORD

Circle Highest Grade Completed: 6 7 8 9 10 11 12 | Name and Location of Last Elementary or High School | Graduated? Yes ☐ No ☐

Name and Location of College or University | Major | Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

13. EMPLOYMENT INFORMATION

(Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer _____
Address _____
Supervisor's Name & Title _____ Phone _____
Your Title _____
Duties _____

From _____ mo. year
To _____ mo. year
Total _____ years months
Full Time ☐ Part Time ☐
Last Salary _____
Reason for leaving _____

Employer _____
Address _____
Supervisor's Name & Title _____ Phone _____
Your Title _____
Duties _____

From _____ mo. year
To _____ mo. year
Total _____ years months
Full Time ☐ Part Time ☐
Last Salary _____

14. PERSONAL REFERENCES - GIVE THREE (Do not include previous employers or relatives.)

NAME	ADDRESS	PHONE NUMBER